



# CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 02 Issue: 10 | October 2021

## The Role of Learning Activities in the Design of Teacher Activities in the Integration of Primary School Mother Tongue Lessons

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*Received 25<sup>th</sup> Aug 2021, Accepted 26<sup>th</sup> Sep2021, Online 29<sup>rd</sup> October 2021*

**Abstract:** *This article discusses the role of learning activities in designing teacher activities in the integration of primary school mother tongue lessons. Learning tasks were analyzed with a view to the creative organization of primary school mother tongue education. In order to fully understand the knowledge tasks, they are described in three ways from the point of view of students' learning activities and types of knowledge tasks according to the structure of the native language subject, design of the system of knowledge tasks.*

**Keywords:** Mother tongue, Education, Creative thinking, Linguistic exercises, Learning activity, Cognitive activity.

### Introduction

In our country, the issue of improving the quality of mother tongue education, creative thinking, critical assessment, designing the creative activity of students is considered an urgent task. "It is necessary to bring general secondary education to a new level by creating opportunities for quality education in accordance with the best international practices and modern requirements of society, the use of modern pedagogical technologies in the educational process, the development of competition in the market of educational services". In this sense, to bring the educational process in the country to a new level of quality. There is a need to deepen research on the

basics of technology for integrating the dialectical laws of language and thinking, the basic competencies of student activation in the design of primary school mother tongue lessons.

### The Main Part

Currently, in socio-economically developed countries, including the United States, Britain, Germany, China, Japan, Canada, Australia, South Korea, Russia, a large-scale psychological, pedagogical, didactic, methodological, technical, technological research in this area. Although the problem of designing students' creative activity in mother tongue education has been discussed in the scientific literature for several years, there is a need for an innovative solution to this research problem in our country. The views expressed on this issue in the last decade differ not only in content or form, but also in their basic ideas.

Teachers and the scientific community also acknowledge that it is possible to increase the effectiveness of mother tongue education in the primary school through creative organization, and to improve the quality of preparing young people for life, production and social relations. However, there are many differences between experts in the field, as well as among school teachers, in distinguishing creative education from traditional education, and in distinguishing between them. All independent work given to students is considered creative work.

Indeed, it is logically confusing to think of all classroom assignments as independent work, and all forms and types of independent work as creative work. One of the main ways out of this complex situation is to study the concepts of "independent work" and "creative work" on the basis of a systematic analysis, to distinguish the features of each of them, to explain the theoretical basis of these concepts. Another controversial issue is the distinction between creative work and traditional work. It is impossible to think about the creative organization of education without clearly delineating the differences between creative and non-creative tasks. Therefore, it requires a systematic analysis of the characteristics of students' thinking and learning activities. Is cognitive activity always the work of thinking, or is memory also involved in cognitive processes? It is obvious that the creative organization of mother tongue education in primary school is a very complex methodological phenomenon.

Means are, in the broadest sense, the material and materialized unity that man places between himself and the object of labor. The carpenter puts the objects of labor with him, such as saws and glue between the tables and chairs, the experience of sawing the planks, the materialized products of the carpenter, and the material of the workman with the teacher. By putting things aside, they achieve the goal of education and achieve a certain result. There are many teaching aids for a teacher: assignments, problems, assignments for linguistic exercises, tests.

The student participates in various areas of social communication and learns the mother tongue: learning the language through games, learning the language through observation and experimentation, mastering the meanings of new words, different syntactic devices, learning language and speech in the learning environment. Each form of social communication requires a specific type of activity: game activity observation and experimentation, working with linguistic evidence, extensive explanations, listening to others, textbook and

teacher speech, and mastering the linguistic and speech aspects of the mother tongue.

Although different forms of language acquisition and related activities are interrelated, they have a positive or negative effect on each other. Students' pre-school speaking skills, comprehension of sounds, their ability to perform them, the presence of different words in the student's speech, the gradual development of the experience of distinguishing word meanings, speech, speech skills, communication, school native language is a source for mastering the subject.

General secondary school mother tongue education is based on the pre-school speech preparation of children. By the time the child arrives at school, he or she may have misheard some of the sounds of speech and learned them incorrectly. Elements of dialect are also found in the student's speech. After all, every school, every student lives in a dialectal environment. These have a negative impact on the teaching of mother tongue education. By eliminating them, the effectiveness of mother tongue education will increase.

We distinguish two aspects of student activity: learning activities; cognitive activity. A commonality for both aspects of student activity is learning. In other words, the learner learns social experience both through learning activities and through cognitive activities. However, they also have their differences. The student first forms a learning activity. Because of this, we consider learning activities to be genetically primary. Cognitive activity is genetically secondary and is organized for the thinking of students. The student acquires new knowledge, information on methods of activity through cognitive activity. The cognitive side of the activity is explained by the acquisition of new information, new methods of activity, the learning side is explained by the use of knowledge, methods of activity in familiar conditions. The main means of organizing, managing and controlling learning activities are learning tasks.

Observations of students' learning activities in the context of mother tongue education have led to the conclusion that after learning the knowledge on a particular topic, students make mistakes in the process of performing intellectual and practical tasks based on this knowledge. This is not the result of students' poor learning of knowledge, but the lack of a strong link between the knowledge learned and its application in speech activities. The connection between knowledge and its application in speech is established through practice. Defects in children's speech are reduced through exercises, question and answer sessions.

According to the rules of traditional methodology, students follow a number of steps in learning the content of education in their mother tongue:

- 1) there is a lack of evidence to prove and interpret certain knowledge at the stage of studying the definition, rules, specifics of the topic, it is difficult for students to present evidence on the topic, can not distinguish evidence on previously studied topics from evidence on a new topic;
- 2) collects and analyzes evidence of knowledge, performs exercises based on the learned knowledge. Now students have difficulty in applying knowledge to new contexts, even though they have enough evidence to interpret the rules. It is necessary to continue to master the subject on its own. According to this need, time is taken to practice again;
- 3) development of skills to apply the acquired knowledge in new conditions. At this stage, work is done to apply the knowledge learned in speech, to create a text;
- 4) the stage of continuation of the studied definition, rules, definitions in the process of studying the next topics related to the subject of the native language. At all of the above stages, the student's learning activity is based on the principle of moving from language, knowledge of different aspects of the language to speech, and mother tongue education is carried out.

In order to increase the effectiveness of mother tongue education, the organization of education on the basis of speech-to-language approach is an acceptable method. The organization of mother tongue education in the primary grades by the method of speech-to-language transition ensures the awareness, independence and activity of students in the educational process. The principle of speech-to-language transition in mother tongue education was first based on O. Rozikov's research.

How to understand the principle of moving from speech to language? The student recognizes and learns about himself and others, things and events through words. He expresses his feelings and thoughts about them through speech. The relationship between language and speech takes the form of a relationship between generality and specificity, opportunity and reality for both students and adults.

The learning process for students to learn their mother tongue in the educational environment is a very complex, integrated system, consisting of content, motives, goals, means, and outcomes. Until recently, however, students' learning activities were not studied separately. In recent years, there has been a growing tendency for students to focus on their own learning activities. O.R.Roziqov, A.Q.G'ulomov, B.R.Adizov, and many years of research by scholars. Among this research, the scientific and pedagogical research of BR Adizov is of special importance, and the general structure of educational activity is studied. According to his definition, activity is "a system of goal-oriented actions based on socially valuable motives, which ends with a certain result on the basis of its own means".

### Conclusion

The analysis shows that the learning process of students is a complex phenomenon with its own components: motive, purpose, means, outcome. Motives motivate learning activities. The goal is a preconceived result. The result becomes a tool when it is made available to the learner. The student has

the knowledge, methods of work, methods of mental work at his disposal, which act as a tool in the performance of a particular problem or task.

Cognitive tasks are the link between learning problems and practice tasks, and are the most effective way to develop students' thinking. They are the leading means of cultivating students' knowledge, methods of work, experience of creative activity, and creative abilities in mastering relationships.

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